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ABSTRACT

During the period July 1, 1968-July 15, 1969, WMKY-FM, the student radio station at Morehead State University, undertook a research project under the financing of Title I of the Higher Education Act of 1965 to provide special programming for the senior citizens within their listening area and evaluate the response to their programs. First, the listening area was surveyed to find how many senior citizens had radios at their disposal. Of 227 potential enrollees, 133 were initially enrolled in a regular listening program. Series of tapes for broadcasts were obtained from the Institute of Lifetime Learning, Long Beach, California, which specializes in preparing tapes for the aging. Six separate series of thirteen lessons each were presented through radio broadcasts, and then reactions were solicited in informal interviews with the enrollees. Evaluative comments were not entirely favorable, and some of the listeners felt that the programs were not directed to their interest group. Reactions were favorable to a series on music and to a "Talkback" series (guest speakers who answered telephoned questions). The project was found to have significant positive impact, however, and proposals are laid forth for its continuance. (nl)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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FINAL REPORT
ADULT RADIO

A COMMUNITY SERVICE AND CONTINUING EDUCATION PROJECT THROUGH BROADCAST UTILIZATION

(TITLE I OF THE HIGHER EDUCATION ACT OF 1965)

JULY
1969

PROJECT DIRECTOR
DONALD F. HOLLOWAY

WMKY — FM

INSTITUTE OF PUBLIC BROADCASTING
RESEARCH AND DEVELOPMENT
MOREHEAD STATE UNIVERSITY
MOREHEAD, KENTUCKY

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A P P R E C I A T I O N

It would have been impossible for a small ten watt radio station with a predominently student staff to accomplish this project without the co-operation of many individuals.

As a staff, we wish to express our appreciation to Dr. Gregor Ziemer and the Institute of Lifetime Learning, Long Beach, California. Dr. Ziemer's encouragement via letters, his personal visit to the campus, and the programs provided by the Institute were the main input to the project.

Mr. Louis Schweitzer of New York City deserves a special thanks from fifty adults. Mr. Schweitzer donated money to Morehead State Universtiy for the purchase of fifty receivers to be loaned to those who did not have and could not afford to purchase them.

Dr. Morris Norfleet, Vice-President of Research and Development, and Carole Carte of his staff have aided almost daily in the operation of the project.

The co-operation of the Northeast Area Development Council and the director for Country Gathering, Mrs. Regina Fannin, gave a group contact which became an important factor in the study of individual motivation.

To the Committee on the Aging, Miss Ione Chapman, Richard Crowe, to the fieldworkers, Robert Kida, Wade Yenowine, and Cecil Wayman, and the project secretary, Sandra Planck, I would add my personal thanks.

Don Holloway
Project Director

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PROGRAM IDENTIFICATION

1. "A Community Service and Continuing Education Project Through Broadcast Utilization"
2. Project Number: 68-005-008
3. Reporting Period: July 1, 1968 - July 15, 1969
4. Date of Report: August 15, 1969
5. Project Director: Mr. Donald F. Holloway

"Any person who looks intently into the eyes of our Appalachian Adult must feel the need for a project such as the one which follows." Don Holloway, Project Director

I N T R O D U C T I O N

The research project "A Community Service and Continuing Education Project Through Broadcast Utilization" was written and directed by Donald F. Holloway as part of the broadcast development program of the Morehead State University radio station, WMKY-FM. It was funded under Title I of the Higher Education Act of 1965 and began July 1, 1968.

The project stemed from a concern for the Appalachian rural senior citizen who often has little opportunity for cultural contacts and for whom the future holds little challenge. It was with this in mind that the project set its goals. The major emphasis was to determine to what extent the senior citizen, through direct and indirect contact, could be motivated to improve his cultural and educational aspirations. Direct contacts consisted of from three to six home visits made by the fieldworkers. Indirect contacts were those made by radio. There were two 13 week periods of broadcast with five one-hour broadcasts per week. During the home visits, the fieldworkers collected the data necessary to detect behavioral change, cultural contacts and fulfillment of cultural aspirations.

There were halo effects of significance developing as the project progressed, such as, (1) information about the prevalence of radio and television sets in the communities of Clearfield and Morehead, (2) an awareness of the instruction available via radio, (3) information concerning the needs of elderly people which may be alleviated in part via mass media, (4) an interchange among various Appalachian improvement groups, and finally (5) radio staff experience in providing such services to the public.

P R O C E D U R E S

The project being a pilot program was subject to ever changing procedures and techniques as the needs were clarified. The following areas of major importance were first considered:

A. Office Procedure: During the period covering July 1-15, 1968, the necessary requisitions were made for supplies and materials. The procedures were routine for the establishment of an office.

B. Field Procedure: 1. Group Contacts: During this period community leaders were contacted and the project was explained to them with the purpose in mind that the project was interested in the membership of the groups to which they had access. Those contacted were:

Director
Daniel Boone Convelescent Home
Morehead, Kentucky

Mr. Terrance Kelsay, Minister
Episcopal Church
Morehead, Kentucky

Father Cowen
Catholic Church
Morehead, Kentucky

Mrs. Cline, President
Ladies Missionary Society
Morehead, Kentucky

Mrs. Adkins, Co-Minister
Pentecostal Church
Clearfield, Kentucky

Office Manager
Northeast Area Development Council
Morehead, Kentucky

Mr. Buskirk, Minister
Morehead Methodist Church
Morehead, Kentucky

Mrs. Crockett, Supervisor
County Welfare, Rowan County
Morehead, Kentucky

Mr. Cornett, Commander
American Legion, Post #126
Morehead, Kentucky

Mr. Young, Minister
Nazarene Church
Morehead, Kentucky

Mr. Ted Green, Minister
Freewill Baptist Church
Morehead, Kentucky

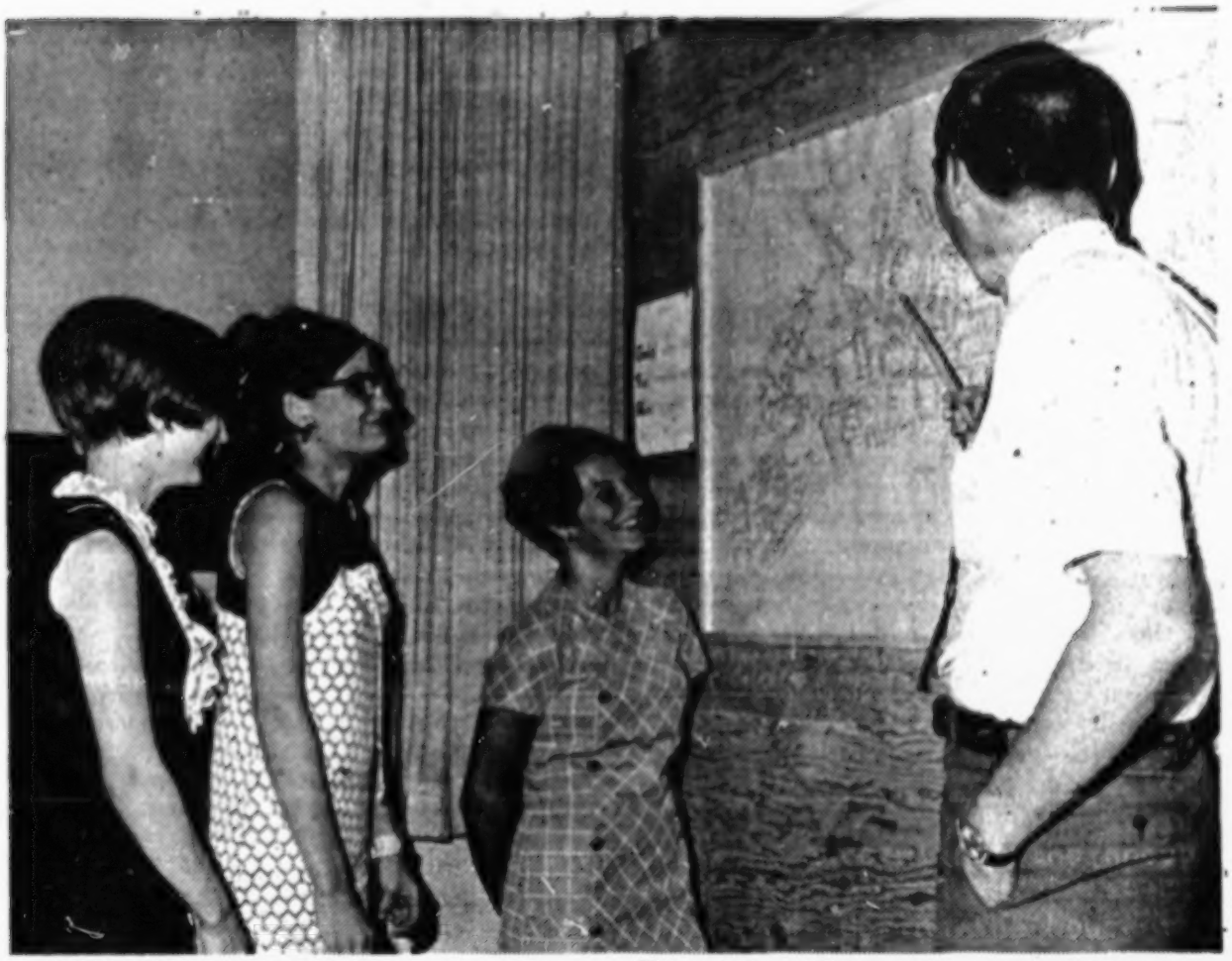
Office Supervisor
Rawcel Heights Sub-division
Morehead, Kentucky

Mr. Busby, Minister
Morehead Christian Church
Morehead, Kentucky

2. House to House Contact Survey: With the co-operation of the Northeast Area Development Council, three fieldworkers, Beverly Wright, Patty Johnson, and Sharon Johnson, conducted a survey in which they visited 220 homes in the Morehead and Clearfield area to gather information about the number of people in each home, and types of radios and televisions in each home. The results were as follows:

Of the 220 homes, 203 had one or more TV sets
Of the 220 homes, 213 had one or more AM radios
Of the 220 homes, 124 had AM-FM radios
Of the 220 homes, 163 were capable of receiving ETV

This information was valuable to the study, and to future studies of this type in that it was possible to determine the percentage of people our project programing might reach, and the percentage of people susceptible to various modes of mass media. More than fifty potential adult enrollees were identified. To give all the workers a graphic representation of enrollment development, a large map was installed in the office. Multicolored tacks were used to indicate potential enrollees, those interviewed, and those who were enrolled.



MAKING CONTACTS . . . Three Clearfield area residents have begun working on a survey of the Morehead-Clearfield area in a cooperative program of WMKY-FM and the Northeast Area Development Council. The three, Sharon Johnson, a sophomore Business Education major at Morehead State University; Patty Johnson, and Beverly Wright, both seniors at Rowan County High School, are conducting a survey of every citizen in the Morehead and Clearfield areas to ascertain the number of AM-FM radios and VHF-UHF television sets. The girls will be calling on residents within the next three weeks with a brief questionnaire. Sharon is the daughter of Mr. and Mrs. William B. Johnson, of Clearfield, and Patty and Beverly are the daughters of Mr. and Mrs. Bobbie Wright, of Clearfield. From left - Sharon Johnson, Patty Johnson, Beverly Wright, and Robert Kida. Mr. Kida is a Morehead State University graduate assistant and fieldworker for the Adult Radio Project under Title I of the Higher Education Act of 1965.

3. Initial Contact: (Individual) As a result of the group contacts and those identified as potential enrollees during the house to house survey, a list of potential enrollees was compiled and each person was contacted by the project fieldworkers. The project was explained and their co-operation was enlisted. Out of a listing of 227 potential enrollees, 133 were initially enrolled in this manner. The initial interview form used in this contact was designed and constructed by the staff of what was to become known as "Adult Radio."

P R O G R A M M I N G

After all potential enrollees were contacted and evaluated as to enrollment possibility, actual programming proceeded. Series of adult programs were obtained from the Institute of Lifetime Learning, Long Beach, California. These programs were selected for many reasons. First, the project did not have sufficient funds to write and produce the necessary programs. Secondly, those produced by the Institute of Lifetime Learning are considered the best available in that much research was devoted in the production of these taped programs. And thirdly, they were especially produced by experts in the field of aging for people of the age stipulated in the original project proposal. (55 years plus)

The planned series consisted of six separate programs of thirteen lessons each and were as follows:

Series #1 "Enjoyment of Music"

Lesson #1: How to Listen to Music
By Edna Wilson Ziemer, internationally known music teacher (introduction)

Lesson #2: Instruments of the Orchestra (A)
Learning to distinguish the various instruments of the orchestra

Lesson #3: Instruments of the Orchestra (B)
A continuation of Lesson #2

Lesson #4: American Music
Featuring classical American music such as the "Grand Canyon Suite" by Ferdinand Grofe

Lesson #5: Mozart
Biographical sketch featuring the "Jupiter Symphony"

Lesson #6: Beethoven
Biographical sketch featuring the "5th Symphony"

Lesson #9: Aida
A Continuation of Lesson #8, adding Caruso singing "Celeste Aida"

Lesson #10: Famous Waltzes
Featuring the origin of waltzes, and examples thereof, especially Strauss

Lesson #11: Lieder
Explanation of Lieder and examples, featuring Schubert, Schumann, Brahms

Lesson #12: Marches
Featuring John Philip Sousa with such greats as "El Captian" and "Liberty Bell"

Lesson #13: General Review

Series #2: "Who Am I"

Lesson #1: Introduction
Discussion of the scientific, religious, and philosophical approach to questioning

Lesson #2: Where Are We and How Long Have We Existed?
Brings forth discussion on astronomical location and evolution of life and men

Lesson #3: What is Man?
Discusses the anthropological and biological approach

Lesson #4: What is Man? (continued)
Discusses the sociological and psychological approach

Lesson #5: Why Does Man Exist?
Discusses existence from the point of Hinduism and Jainism

Lesson #6: Religions of the East
A continuation of Lesson #5 featuring Buddhism, Taoism, and Confucianism

Lesson #7: Why Does Man Exist?
A continuation of Lessons #5 and #6, featuring Christianty and Judaism

Lesson #8: Why Does Man Exist?
A continuation of Lesson #7, featuring Islam and the views of Omar Khayyam

Lesson #9: The Evidence of the Existence of God
Covering ideas of such philosophers as W. James, Pascal, Newton, and St. Anselm

Lesson #10: The Critical View of Religion
Covering critical concepts such as positivism, and atheistic existentialism

Lesson #11: The Philosophical Approach to Self
Covering such approaches to the self as stated by Frankl, Freud, and Jung

Lesson #12: The Philosophical Approach (continued)
A continuation of Lesson #11 with the introduction of its relation to social problems

Lesson #13: Summary and Conclusion

Series #3: "Great Lives After '55"

A radio quiz featuring 26 unrehearsed classes taped featuring the biographies of men and women who have become famous after attaining senior citizenship. The 26 biographies broadcasted were:

1. Dr. Walter C. Alvarez
2. Dr. Ethel Percy Andrus
3. Clara Barton
4. William Jennings Bryan
5. Sir Winston Churchill
6. Thomas A. Edison
7. Albert Einstein
8. Dwight D. Eisenhower
9. Benjamin Franklin
10. Johann Wolfgang Von Goethe
11. H. V. Kaltenborn
12. Helen Keller
13. Henry Wadsworth Longfellow
14. Dolly Madison
15. Michelangelo
16. Eleanor Roosevelt
17. Dr. Albert Schweitzer
18. George Bernard Shaw
19. Jan Sibelius
20. John Philip Sousa
21. Alfred Lord Tennyson
22. Titian
23. Harry S. Truman
24. Queen Victoria
25. Richard Wagner
26. John Wesley

Series #4: "Creative Writing"

Lesson #1: Introduction
Covering the origins of story telling and of finding saleable ideas for writers

Lesson #2: Tools of the Writing Trade
Covering the implements of the vocation of writing

Lesson #3: First Step to a Successfull Writing Career
Gives ideas on how to construct a believable short story

Lesson #4: More Ways to Look Inside Your Story
Tells how to create believable characters

Lesson #5: The Practice of Planning, Organizing and Producing and Origional Story That is Saleable
Shows the value of blueprinting a story and the value of creating attention getting titles

Lesson #6: How to Fashion a Growing Sense of Reality
Covers ways to make a story believable, explains the term scene and tells ways to create the mood of a story

Lesson #7: How to Achieve Unity of Structure
Covers ways to hold a story line together through the use of transitions, imagery, and plants

Lesson #8: How to Create Reasonable and Believable Conflict
Explains how conflicts can be used to create suspense

Lesson #9: Dialogue, Drama and the Dimension of Depth
Explains that drama comes about through conflict and that dialogue are the words uttered by the actors

Lesson #10: Writing the Magazine Article
Explains some of the typical errors committed by writers

Lesson #11: Planning and Writing the Non-Fiction Book
Covers the formula for writing a non-fiction book

Lesson #12: How to Write a Best Selling Novel
Explains that in order to write something good you must have something of value to write about

Lesson #13: A Final Word
Explains that a writer must learn where to find good ideas for his stories

Series #5: "Everybody's Shakespeare"

This series covers thirteen of Shakespeare's plays, their themes, plots, characters, imagery and interpretations by the members of the class

The plays are as follows:

Play #1: Hamlet
Play #2: The Merchant of Venice
Play #3: Romeo & Juliet
Play #4: Richard II
Play #5: Much Ado About Nothing
Play #6: Henry V
Play #7: Midsummer Night's Dream
Play #8: Macbeth
Play #9: The Taming of the Shrew
Play #10: Twelefth Night
Play #11: As You Like It
Play #12: King Lear
Play #13: The Tempest

Series #6: "Adventures in Maturity"

Lesson #1: What Ages the Aging Person?
Explains what age is and discusses the proper time for growing old

Lesson #2: What Ages the Aging Person? (continued)
Covers some myths about aging

Lesson #3: Let's Stop Manufacturing Loneliness
Shows the reasons why some elderly people are lonely and gives hints on how to overcome this loneliness

Lesson #4: How to Communicate While We Can
Covers some simple techniques for communicating when we speak

Lesson #5: How to Communicate While We Can (continued)
Gives reasons why married couples stop trying to communicate with each other

Lesson #6: Bridging the Gap Between the Generations
Gives ways we can bridge the gap between generations in our society

Lesson #7: Bridging the Gap Between the Generations (continued)
Gives ways of getting along with children, such as respecting their right to be different

Lesson #8: Vitality is an Inside Job
Explains some of the reasons for human exhaustion

Lesson #9: Outwitting Our Ghosts in Time to Love
Shows ways to change ones self-picture

Lesson #10: Outwitting Our Ghosts in Time to Love (continued)
A continuation of Lesson #9 dealing with the complications of self-pity

Lesson #11: Age Comes Before Beauty
Discusses what beauty can mean for the woman in her later years.

Lesson #12: Age Comes Before Beauty (continued)
Discusses one of the notions that hastens age

Lesson #13: Is Joy Your Avocation?
Examines one of the great secrets of effective living, joy

Series #7: "Our American Heritage"

Lesson #1: Our American Heritage - America Begins
Discusses the early beginnings of America, settlers, explorers, and their motives for coming to America

Lesson #2: The Colonization in Virginia Takes Root
Covers the settlers of Virginia and the beginnings of a representative government, along with some of the hardships which had to be faced

Lesson #3: The Rock
Discusses the founding of the Plymouth Colony and the Mayflower Compact along with some of the reasons why the people settled there

Lesson #4: From One to Thirteen
Discusses the formation of the Colonies and the four different types of Colonies

Lesson #5: From Cities to Frontier
Discusses Daniel Boone and how the West was opened along with obstacles faced

Lesson #6: Toward Independence
Lesson content included the Stamp Act, Navigation Act, and the First Continental Congress

Lesson #7: The Declaration
Covers the events leading up to and the signing of the Declaration of Independence along with its effect on the rest of the world

Lesson #8: The Revolution
Discusses the significance of the American Revolution, such as its emotional victories

Lesson #9: Uncertainity After Victory
Covers the Articles of Confederation, its weaknesses and advantages

Lesson #10: The Constituation
Discusses the problems faced in creating a Constituation acceptable to all, the creation of three branches of government, and the first President and his staff

Lesson #11: The Bill of Rights
Discusses the reasons the Bill of Rights was added to the Constitution and which of the amendments the class thinks is the most important

Lesson #12: The Ship of State is Sailing
Covers the problems the new nation faces, along with the formation of the two party system

Lesson #13: Summary
The previous lessons are summarized and the importance of knowing our history better is discussed by the class

With the proper programs ready for broadcasting and all potential enrollees contacted the first broadcast period date was set, September 23, 1968 through December 20, 1968.

Appalachia

A Journal of the Appalachian Regional Commission Volume 2, Number 1 September 1968

EDUCATIONAL RADIO FOR APPALACHIAN ADULTS

By Donald F. Holloway

In Appalachia, more than any other place, interpersonal contacts are important, for the individual's whole cultural background has traditionally demanded friendship and stressed family life over tangible or material wealth. For this reason the elderly often appear depressed because of the Region's limited social opportunities. This has become particularly true since many elderly now live alone in Appalach. for their progeny have abandoned th. region to seek employment elsewhere. The elderly in large numbers therefore live in retrospect; they have little to do with others who can stimulate their thinking, and the future holds no challenge.

Many projects are attempting to solve this problem. Community action programs for older citizens, specialized programs for elderly persons at regional universities, and construction of nursing homes are some. But the real masses are being overlooked; many still sit in rocking chairs in their own living rooms unaffected.

It is with this challenge that a new program—to design a plan for reaching large numbers through radio—was launched last July by Morehead State University in Eastern Kentucky in cooperation with the Institute of Lifetime Learning, Long Beach, California. The University and Title I of the Higher Education Act of 1965 are cooperatively funding this project.

Entitled "A Community Service and Continuing Education Project through Broadcast Utilization," the project is comparatively simple. Although not unique nationally, it is a new approach in the Region.

Six courses have been scheduled each weekday afternoon between 4 and 5 p.m. for 13 weeks beginning in late September over Morehead State University's radio station. The Institute of Lifetime Learning is providing the programs, along with study guides for the elderly who enroll in the courses. Each course will be repeated three times during the duration of the project.

The six courses are: (1) "Enjoyment of Music," (2) "Who Am I?", (3) "Great Lives After 55," (4) "Creative Writing," (5) "Everybody's Shakespeare," and (6) "Adventures in Maturity." All are designed for a general adult audience.

The program series, "Great Lives After 55," will help each listener realize life is worthwhile after 55 by featuring persons who have made major contributions to society after that age. The series, "Adventures in Maturity," analyzes the characteristics and drives of an adult and stimulates listeners to review their own situation, attitudes, and goals.

Fieldworkers have been interviewing over 170 people who wish to be enrolled in the courses, either in the home or in group meetings. Through these interviews Morehead State University, The Institute for Lifetime Learning and other cooperating groups will combine forces to design and produce other programs, which will more accurately meet the needs of the elderly in the Appalachian Region.

One writer, serving as a consultant for the Office of Economic Opportunity, has said, "What we must consider first is the development of those programs which deal with some of the universal characteristics of poverty: functional illiteracy. . .lack of adequate self-image. . .the problem of indolence. . . the lack of motivation to affect change."

While the project is extended to other than those in poverty, it will take special note of age, economic, educational, and cultural differences among enrollees.

Interviews will also determine to what extent the fieldworker's direct contact and the broadcast's indirect contact may motivate an adult to improve his cultural and educational aspirations. Interviews before the series will be compared with the results of the interview after the series to determine behavioral change. In both cases, the enrollees will be asked about their cultural contacts, the papers, magazines, and books they read, the television programs they watch, the concerts and lectures they attend, and the radio programs to which they listen. Will there be any observable change? The answer to this question will remain until the end of the project.

Since FM radios are not prevalent in the area, 50 radios are being provided by a philanthropist who donated $1,000 for this purpose.

There are many side effects to the project. One is the experimentation with communications media as a catalyst. Another is the cooperation of many people and groups throughout the area; 14 community groups, in addition to governmental agencies, are helping with the project. The project fieldworkers are in contact with ministers, social workers, and other related groups. Their support has been enlisted both in recruitment and in follow-up procedures. The director of the Northeast Kentucky Area Development

Donald F. Holloway is Associate Professor of Communications and Station Manager of Morehead State University's WMKY-FM, located in Eastern Kentucky.

Council, which is working with the project, wrote, "If this demonstration project shows significant results—and we believe that it will in the Morehead and Clearfield communities—we would recommend that a larger area be considered in the future."

The effect of the project will be enlarged as the fieldworkers, the workers with other community agencies, and the adults who listen become involved in the exchange of ideas among all the participants. This "open forum" will, it is anticipated motivate listeners "to affect change." It may awaken new intellectual interests and develop a new appreciation for the Region's history, out of which a renewal of concern for the future may grow.

These techniques are, in fact, needed throughout Appalachia. For the same techniques are as applicable, for example, to the Kentucky Authority for Educational Television in its service to all age groups in the Commonwealth, as they are to West Virginia or Eastern Tennessee.

An even more lasting effect will result locally from three generations working together. The sociology and radio-television majors who become involved as fieldworkers, secretaries, writers, directors, and producers will cultivate attitudes and learn principles that will be relevant as they later serve their respective communities and schools. Thus, the project becomes an input into the University.

A handicapped enrollee receives FM radio from a fieldworker.

The approach in Appalachia must always be to develop a project based upon the foundations already laid without imposing new methods, which are not understood within present circumstances. This is not to say that approaches proven elsewhere will not be successful in Appalachia. It is to say that we must go through the same difficult, often painful, procedure of defining the needs and designing the new project to meet these needs. Successful projects elsewhere can be examples and models upon which to build.

EDUCATIONAL TV-RADIO ORGANIZATIONS

The following organizations offer services to individuals, groups or institutions interested in developing or improving educational television or radio stations:

National Association of Educational Broadcasters, 1346 Connecticut Avenue, N.W., Washington, D.C. 20036. The NAEB provides governmental liaison to educational broadcasters, conducts research and development projects, and offers technological, personnel and legal services to members. It also holds instructional meetings and produces publications.

An *Educational Television Stations Division* offers special programming assistance to members.

National Educational Radio, 1346 Connecticut Avenue, N.W. Washington, D.C. 20036. A division of the NAEB, the NER provides a variety of professional services for educational radio stations and through a network makes available to educational radio stations taped programs covering a wide range of subjects. The programs are supplied to commercial stations for a fee; copies may be purchased by special interest groups. Increasing emphasis is being placed on programming for the disadvantaged. NER also aids individuals and institutions interested in applying for licenses for educational radio stations and assists members in expanding existing facilities. For further information contact: Robert A. Mott, Executive Director; for information on NER's program services, contact: Robert Underwood, NERN, 119 Gregory Hall, Urbana, Illinois 61803.

Southern Educational Communications Association, 928 Woodrow Street, Columbia, South Carolina 29205. SECA offers broadcasters and educators in 13 southern States (including the Appalachian States of West Virginia, Virginia, North Carolina, South Carolina, Georgia, Alabama, Mississippi, Tennessee and Kentucky) an opportunity to solve regional educational broadcasting problems. SECA now serves radio and television stations, both open and closed circuit. Its aim is to provide the basis for interconnection of educational television stations in the region and represent these stations as a network. New programs are being developed for the special interest of the area, and coordination of news and public affairs programs is being offered.

The *Eastern Educational Network,* 575 Technology Square, Cambridge, Massachusetts, offers special programs to Northeastern States, including New York, Pennsylvania, West Virginia and Virginia within the Appalachain Region.

The *Central Educational Network,* 5400 St. Louis Avenue, Chicago, Illinois 60625 serves Ohio within the Appalachain Region and other midwestern States.

Early in September, the preceding article gave the project its first national outreach. One of the handicapped enrollees was pictured receiving his radio.

With the preliminary work done, the first 13 weeks broadcast period was started on time. The major activity period was the in-home interview in which fieldworkers visited the home of each enrollee once per week for the purpose of establishing rapport, tending to study needs such as offering additional library materials and general evaluation of the enrollees progress in the terms of enthusiasm, and actual percentage of programs to which they listened.

As can be expected this period was not without its light and dark sides. Several of our enrollees became discouraged by the lack of reception due to either "dead spots" in reception due to the location of the home with regard to the topography of Eastern Kentucky or the limited broadcast power of WMKY-FM. This is the prime example of the need for increased wattage to improve the Morehead State University/WMKY-FM sphere of influence in Eastern Kentucky. As can be expected, due to the age of many of our listeners, three died during the first broadcast period. However, many met the program with must zeal and interest.

With the conclusion (12/20/68) of the first broadcast period, follow-up interviews were conducted to determine the success of our broadcasts. One outstanding example of behavioral change was Mrs. Frances Childers who asked the fieldworker about course work on campus. Morehead State University had just initiated a new scholarship plan whereby anyone over 65 years of age may take university courses without charge. Mrs. Childers became the first person to enroll. She took a class piano course during the spring semester.

The Courier-Journal

LOUISVILLE, KY.

No Age Limit on Learning?

At 72, She's Going Back to School

Special to The Courier-Journal

MOREHEAD, Ky. — Mrs. Frances Childers of Morehead is returning to school after more than 50 years.

Mrs. Childers, 72, has enrolled at Morehead State University as the first participant in the William M. Caudill Senior Citizens Fellowship Program. The program allows persons over 65 to enroll for courses at the university without paying fees.

Mrs. Childers has signed up for a course in piano, under the supervision of Dr. Glenn Fulbright, chairman of the university's department of music.

A Rowan County native, Mrs. Childers attended Morehead Normal School and completed work equivalent to a first-class teachers certificate when she was 16. She later briefly attended Sarah College in Lexington.

She took some private music lessons several years ago from Mrs. Joe Phillips of Huntington, W. Va., and Mrs. Bill Emerick of Morgan County. Both teachers were graduates of the Cincinnati Conservatory of Music.

Mrs. Childers became interested in taking music courses at the university while she was participating in an adult radio program sponsored by the university under Title 1 of the 1965 Higher Education Act.

"I decided to go back to school as a means of staying active," said Mrs. Childers. "I can't agree with some older people who simply give up because they are old enough to retire."

Mrs. Childers said that she possibly will enroll for other courses in music, "depending how I progress on the first course."

MRS. FRANCES CHILDERS discusses her schedule with Dr. Glenn Fulbright, Morehead State University music department chairman.

As was anticipated, certain improvements in presentations/ procedures were planned for the second broadcast period scheduled to start February 10, 1969. These corrections/alterations consisted of:

1. A weekly program change: Each Friday, from 4:00-5:00, a new program entitled "Talkback: Adult Radio" was presented. Each week a topic of interest was presented with guest speakers to answer questions and take phone calls from interested enrollees/ listeners. Mr. Donald F. Holloway, Project Director, acted as program moderator. Programs and content presented were as follows:

February 21, 1969: Social Security Services, featuring Mr. Paul Borders, Social Security Office, Ashland, Kentucky. Common problems and solutions pertaining to social security were discussed with the emphasis being put on services to the senior citizen.

February 28, 1969: Legal Services, featuring the Legal Aids Staff, Northeast Area Development Council, Grayson, Kentucky. Problems pertaining to legal problems encountered as a result of old age were aired.

March 7, 1969: Enrollees Comment, featuring enrollees Mrs. Frances Childers and Mr. Jack Lewis, both of Morehead, Kentucky. Many topics were discussed during this broadcast, such as: can one prepare for retirement, how do you find the attainment of senior citizenship different in the areas of social and cultural life, and how to spend leisure time.

March 14, 1969: The Church in Today's Society, featuring Rev. Busby, Rev. Baldridge, and Rev. Dunaway all of Morehead, Kentucky. The major topic discussed during this time slot was the roll and interaction between the senior citizen and the church, plus the churches roll in the community.

March 21, 1969: County Health Services, featuring the Staff of the Rowan County Health Office, Morehead, Kentucky. The major issues discussed were the needs of the senior citizen in specialized areas, such as diet, health facilities and location and type of services offered in the Rowan County area.

March 28, 1969: County Health Services (continued). The information concerning this topic was so vast and important that this second meeting/broadcast was felt necessary and subsequently scheduled.

April 4, 1969: Recreation, featuring Mr. Rex Chaney and Mr. George Burgess, both of the Morehead State University Staff. The two topics discussed here were photography and recreational possibilities for the senior citizen of Eastern Kentucky.

April 18, 1969: Aging (pre-taped). Featuring Dr. Gregory Ziemer of the Institute of Lifetime Learning, Long Beach, California. Such questions were explored as; is aging really a problem, who is the aging person, and your responsibility as a senior citizen. This session was taped while Dr. Ziemer was visiting Morehead State University as a guest speaker for the 'Conference on the Aging' held at Morehead State University, February of 1969.

April 25, 1969: The Lock and Dam Project, Vanceburg, Kentucky. During this program our listeners were given an insight into what other communities in Eastern Kentucky are doing to combat such problems as; lack of recreation, education and motivation.

May 2, 1969: The Morehead State University Committee on the Aging. Our listeners, via the media of radio, sat in on a session of the University's Committee on the Aging to hear such

discussion as; what is being done in Kentucky and across the country in the field of aging, what are the possibilities for projects exclusively for the aging, and identification of the needs of the senior citizen.

2. A group situation was planned in which listeners in the Clearfield area would meet once a week for an exchange of ideas and information. This, however, was somewhat altered, as the Northeast Area Development Council started a program entitled "Country Gathering" in which Senior Citizens from the Clearfield area met once a week at the local elementary school. Upon checking it was found that eight of our "Adult Radio" enrollees were also involved in this "Country Gathering". Therefore, with the co-operation of the Northeast Area Development Council co-ordinator, we were able to observe their work with the purpose of evaluating to what extent our "Adult Radio" project and the "Country Gathering" project were the most active within the community and have always been considered so by their peers. The little interaction that did take place lead to no great results, as those non-listeners going to the "Country Gathering" project had been previously approached by our fieldworkers and had given a negative response. When approached regarding enrollment for the second thirteen week broadcast period the normal response was "I do not want to get involved." These non-"Adult Radio" listeners were aware of their peers involvment and indicated that they thought it was a fine thing, but just not for them.

3. With the co-operation of the Daniel Boone Conveselent Home Staff, FM receivers were place there with the intent of determining to what extent our programing would effect

an institutionalized group. This modification was deemed negative as the age and physical condition of the patients did not make for positive attitudes. Most patients were incapable of comprehending the nature of the programs, and those that were mentally able to comprehend, but physically incapacitated, were too involved with their present condition to offer any great level of concentration. There were two patients, however, that did enjoy the general programing of WMKY-FM, and derived great pleasure out of what they termed, "good music."

With the start of the second thirteen weeks, our number of enrollees had dropped from 130 to 113 due to death, enrollee drop-outs, and elimination of completely disinterested enrollees by project fieldworkers. This elimination was done through a series of scales devised by the "Adult Radio" staff which measured the degree of; interest, comprehension, and time actually spent listening to the program series. No listener was dropped unless the scale ratings proved negative in all catagories. This rating system resulted in the dropping of nine listeners.

With these modifications to our project, the second broadcast period was started February 10, 1969.

The second broadcast period was handled in much the same manner as the first, with the in-home interviews and visitations being the major undertaking. The second broadcast period ended May 16, 1969.

With the conclusion of the second broadcast period, final interviews were conducted with each enrollee being prompted to complete a test on the series which interested them most. The tests used were provided by the Institute of Lifetime Learning

and scored by them. Of our enrollees, 12 completed series tests for a total of 16 for which certificates of completion were granted jointly by the Institute of Lifetime Learning and the Association of Retired Teachers.

To finalize the project, a luncheon meeting was held on July 5, 1969, in which enrollees of our "Adult Radio" project and the "Country Gathering" met for an informal summary provided by Donald F. Holloway, Project Director. Miss Ione Chapman, Chairman, Committee on the Aging, explained what is being offered through the William C. Caudill Scholarship Fund.

The Trail Blazer
MOREHEAD STATE UNIVERSITY

Community gathering at Clearfield climaxing the WMKY FM Adult Education program.

Area Residents Meet For Recognition Program

More than 40 residents of Morehead and Clearfield met for a special program of recognition and information on Saturday, July 5. Two federally funded projects joined efforts at the Clearfield Elementary School. The two projects were Country Gathering and Adult Radio.

Country Gathering is the weekly meeting of elderly citizens and is a project of Northeast Kentucky Area Development Council. Mrs. Regina Fannin is project director. Bennie Baldridge and Mae Caudill are fieldworkers in Clearfield.

Adult Radio is a project funded by Title I of the Higher Education Act of 1965 and is directed by Don Holloway through the Institute of Public Broadcasting, Research and Development at the University. Robert Kida and Cecil Wayman serve as fieldworkers for the project.

Complete Quilt

The Country Gathering group meets each Saturday and carries on projects of its own design before lunch is served by members of the group. The women have completed a large quilt which was given away at the July 4th celebration organized by the Clearfield Community Action Committee and the Morehead Jaycees. The quilt project brought a total of $69.25.

The men have blocks for Headstart recreational equipment and constructed sewing equipment holders for the women. Checkers, whittlings, and visiting are a part of the regular group involvement.

Program Explained

Holloway spoke to the group about "Learning by Radio." He introduced Miss Ione Chapman who explained the William C. Caudill Fellowship program which encourages citizens 65 and over to take classes at the university. No tuition is charged. Miss Chapman is chairman of the university committee on Ageing.

Others who attended the meeting and were served the ham dinner prepared by Laura Caudill and Nellie Baldridge were: Fannie Stewart, Maude Rigsby, Mary Dickerson, Lizzie Slusher, Anna Mae Johnson, Lizzie Wallace, Nancy Fugate, Rebecca Smedley, Bessie Lambert, Olive Hall, Murl Gregory, Leslie Hall, Cecil Kickerson, Will Lambert, Melvin Smedley, Julia Webb, Vesta Hall, Debbie Kida, Linda Johnson, Mae Fultz, Lula Lambert, Edd Lambert, Letha Hall, Virginia Colliver, Zelma Knipp, and photographer, George Stevens.

Four enrollees of the Adult Radio Project, Mrs. Zell Walter, Mrs. Mary Hampton, G.C. Webb, and Bethel Hall were present. They have participated with the 103 residents who have been enrolled in the six Adult Radio program series produced by the Institute of Lifetime Learning and heard on WMKY-FM.

Webb and Hall were presented certificates by Dr. Morris Norfleet, vice-president of Research and Development. Hall and Webb each received certificates for two series. Hall had previously received a third certificate for a series to which he listened regularly. More than 15 enrollees will receive certificates in their homes this week.

During this meeting Dr. Morris Norfleet, Vice-President of Research and Development formally presented "Adult Radio" certificates of completion.

It is interesting to note that Mr. Bethel Hall pictured above was one of the teachers in the Cora Wilson Stewart "Moonlight School." In 1914, he was one of the teachers honored with the excursion to Niagra Falls. The same motivation which established the Moonlight School was a part of the stimulation for the Adult Radio Project.

E V A L U A T I O N

Staff:

The staff was adequate in size but lacked in training and preparation for such a specialized area of work with adults. The Director could do little more than handle the financial and basic administrative details in the release time allocated in the project. The development of survey and research instruments were not developed adequately due to lack of time. The major fieldworker as a graduate student handled the routine service to the enrollees in an excellent manner.

An undergraduate student secretary is not satisfactory without more time for guidance from the director.

One of the two assistant fieldworkers had to be replaced in mid-project due to graduation. Continuity became a problem with the enrollees to which he was assigned.

While the evaluation above seems mostly negative, there is much to be said for rapport evidenced between the fieldworkers and the enrollees. The fieldworkers were frequently taken into the confidence of the enrollees and asked for advice and assistance. In several cases, we were able to refer them to the area social security office, Northeast Area Development Council, or other service agencies in the region.

Recruitment:

The recruitment techniques worked very successfully. We felt that we were fortunate to enroll just over 50 percent of the potential enrollees identified in our broadcast area.

Evaluation and Data Collection:

All data collected and reported throughout this year has been manually compiled. This has been time consuming and does not necessarily enhance the effectiveness of the project toward behavioral change of the enrollee. However, the forms for the initial interview have been redesigned to be used for keypunching the information into Hollerith code cards. A program has been written and it is hoped that the basic data will be available early in next year's operation. This information will be used for evaluation and preparation for the continuation of the project.

Programs:

As was anticipated, the programs were not entirely successful. They were designed for retired teachers, business and professional people. The Talkback series met with more approval because it had local interest and was more relevant to the listeners. The fieldworkers completed the evaluation of programming and it was reported in detail in the third quarterly report. It would be good to repeat only the summary in this final report. Based upon 118 final interviews, the Enjoyment of Music series was best liked with 36 individuals indicating it as their first preference. When the enrollees were asked which program they liked least, nine answered Who Am I. It was reasoned from other conversations with the enrollees that Who Am I became too personal. Forty preferred not to answer the question on which series they liked most and ninty-two did not answer which they liked least. It becomes evident that they prefer not to evaluate what they hear through direct methods. The Talkback program received more "comments on the street" than any other.

Relationship to Other Groups:

To university curriculum, the project has continued to be an example of the type of specialized programming which is the obligation of an educational radio station. The original proposal grew out of a class in radio and television in education. Graduate students conducted the pilot research project.

To the general outreach of the university, this project has been operated more on a personal basis than any other in the immediate area surrounding the university. It has reached educational and social level of the population seldom touched in the past.

Due to the impact in local papers and among the university staff, the director for the project has served on the Committee for the Aging, the Adult Basic Education Demonstration Center University Advisory Committee, and the Conference on the Aging.

This project has not added greatly to the budget in any area of the university. It has, however, been a part of the total impact resulting in the Institute for the Aging. The operation of the radio station has taken on a greater scope of operation and has been removed from the Division of Communications and placed under Research and Development as the Institute of Public Broadcasting.

The relationship to the Institute of Lifetime Learning and to Northeast Area Development Council has been described in detail in the project. One additional note should be made concerning the program materials from the Institute of Lifetime Learning. They provided a study guide for each program series. They were slick printed booklets printed in three colors. The print was large and easy for elderly people to read.

R E C O M M E N D A T I O N S

Advisory Council:

It is recommended that an advisory council be established among those enrolled this first year. It should be composed of individuals selected from retired teachers, retired businessmen, and retired professional persons. It should include at least two individuals who have not completed a high school education. In addition, it should include representatives from the other agencies working with this age group: Committee on Aging, Adult Basic Education Demonstration Center, and Northeast Area Development Council.

Fieldworkers:

It is recommended that a graduate student co-ordinate the fieldwork and that the undergraduate students be eliminated from the project. The actual contact should be made by Northeast Area Development Council, "Country Gathering" fieldworkers. They are residents in the community and already have the rapport with the potential enrollees.

Area Served:

It is recommended that a larger area be served through interconnection with area commercial stations. It is also urged that WMKY-FM be increased in power and/or coverage before the next broadcast series is presented.

Secretary:

It is suggested that a secretary be provided more regularly for the project. It is imperative that records be developed more completely to allow for more detailed and complete statistical

reporting that was possible in this project. Expanded secretarial services will increase the efficiency by allowing contact by telehpne.

Data Collection:

It is recommended that all basic information including mailing lists be taken on forms designed for eventual keypunching and storage on the computer. Routing handling of details such as the repetitive task of addressing weekly mailings be done by the data processing center.

Research Design:

The research design must be improved to reflect more the behavioral or psychological effect upon the enrollees. The staff must be better trained in behavioral objectives and seminars must be held with all fieldworkers. This will become another reinforcement to Northeast Area Development Council. The project and the research design should be closely related to the work of the graduates students in the course entitled, Radio and Television in Education.

Programming:

The last and most important recommendation is that programs developed specifically for the Appalachian Adult be produced and presented as a part of the project. The Advisory Council should be carefully consulted and the decisions should reinforce but not dulplicate the work of all the other groups represented in the council. The radio must be discovered by each group as an important means of contact and influence.

If you have read all of this report, there is one thing which we could not include in words and figures. It is the joy of two people as they meet and talk. This project was in many cases the stimulus for such an exchange of ideas.

D E M O G R A P H I C D A T A

1. Total number of participants: 129

2. Demographic data on participants:

A. Males

1. Number by age group:

a. under 21	
b. 21-35	
c. 36-55	1
d. over 55	24
TOTAL	25

2. Number by educational level:

a. 8th grade or less	10
b. high school	3
c. college	1
d. advance study	2
e. no answer	9
TOTAL	25

B. Females

1. Number by age group:

a. under 21	
b. 21-35	
c. 36-55	
d. over 55	104
TOTAL	104

2. Number by educational level:

a. 8th grade or less	45
b. high school	17
c. college	23
d. advance study	4
e. no answer	15
TOTAL	104

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